Volusia County Schools ART Curriculum Map

Art – Intermediate 3: Grade 5

(5005060)
The School Board of Volusia County
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Phase 4 – Nancy Hatch, Barbara Wells, Richard West, Margaret Williams
Update – June 2015

Vision Statement
Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.
VERSION DESCRIPTION
Grade five* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

GENERAL NOTES
All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

*Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:
- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

**Special Note:** This course incorporates hands-on activities and consumption of art materials.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf](http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf)

- Respect is shown for the artwork of peers and copyrighted works of others.
- Students have opportunities to build 21st-century skills to aid them in middle and high school and well beyond.

- **All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings.**
  - **Big Ideas** are the major organizing points for arts education in Florida and provide a broad overview of what students should know and be able to do. They include descriptive material to help focus sequential instruction throughout K-12. Big Ideas are not designed for measurement purposes.
  - **The Enduring Understandings (EUs)** are subsets of the Big Ideas, providing a more focused view of arts education and targeted understandings for Florida’s students to begin building during the primary grades, where foundations are laid, through to students’ arts experiences in high school and beyond. Like the Big Ideas, they are not designed for assessment purposes; rather they’re expressed in general terms that will allow arts teachers at the classroom level to identify or design Essential Questions for planning purposes.
  - **Benchmarks/standards** drive instruction in Florida’s classrooms and, therefore, have been made specific and measurable. Organized under each Big Idea and Enduring Understanding, the benchmarks/standards explicitly describe what students should know and be able to do in Visual Art. These benchmarks/standards address other topics of learning such as literacy, math, civic engagement, problem-solving, creativity, innovation, cross-cultural understandings, 21st-century skills, and the importance of concepts involving learning and the brain such as cognition, sequencing, filtering, and delayed gratification.

*The Florida Standards are incorporated into every Volusia County Art course*
## HOW TO INTERPRET THE CURRICULUM MAP

### Florida Standards Required by Florida DOE for this Course

**Number: 5001060 Art – Intermediate 3**

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL.D.K12.ELL.SI.1</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>LAFS.5.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>LAFS.5.RL.3.7</td>
<td>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</td>
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<tr>
<td>LAFS.5.SL.1.1</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>LAFS.5.SL.1.2</td>
<td>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<tr>
<td>LAFS.5.SL.1.3</td>
<td>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</td>
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<tr>
<td>LAFS.5.W.1.2d</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<tr>
<td>MAFS.5.OA.2</td>
<td>Analyze patterns and relationships.</td>
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<tr>
<td>MAFS.5.G.2</td>
<td>Classify two-dimensional figures into categories based on their properties.</td>
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**Mathematical practices**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
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<tbody>
<tr>
<td>MAFS.K12.MP.5.1</td>
<td>Use appropriate tools strategically.</td>
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<tr>
<td>MAFS.K12.MP.6.1</td>
<td>Attend to precision.</td>
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<tr>
<td>MAFS.K12.MP.7.1</td>
<td>Look for and make use of structure.</td>
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### Recommended Topics:

- Topics of art content are divided among the 4 quarters for recommended lessons/activities and artists per topic.
- Integrated connections are listed per quarter for when language arts, math, science, and social studies are taught grade level.

### Rubrics at end of interim and marking period:

- Rubric ("Special Area Grading") per 9-week grading period
- FAEA Rubric for completed 2D and 3D art work (and Preface)
- General Visual Art Rubric (and Preface)

### Resources in Preface of each Curriculum Map:

- Artists, Text resources for Structural Elements & Organizational Principles, 21st Century Skills
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>RANGE</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 4</strong></td>
<td><strong>RANGE 90 -100%</strong></td>
<td>Shows arrangement of objects on the picture plane</td>
<td>Makes form(s) which vary in height and width</td>
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<td>Shows evidence of thought in placing objects in environment</td>
<td>Provides recognizable detail(s)</td>
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<td>Indicates relationships between objects</td>
<td>Shows variety in surface(s)</td>
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<td></td>
<td>Uses color in a convincing or imaginative manner</td>
<td>Shows variety in surface(s)</td>
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<td>Makes a variety of shapes</td>
<td>Shows evidence of thought in developing form(s)</td>
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<td></td>
<td>Uses overlapping forms</td>
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<td>Represents detail and texture in a convincing or imaginative way</td>
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<td><strong>LEVEL 3</strong></td>
<td>Shows objects in different environments</td>
<td>Makes form(s) that vary in height and width</td>
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<td><strong>RANGE 80-89%</strong></td>
<td>Organizes objects effectively in space</td>
<td>Provides some recognizable detail(s)</td>
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<td>Uses color variations in hue and value</td>
<td>Provides some recognizable detail(s)</td>
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<td>Shows some overlapping forms</td>
<td>Shows some variety in surface(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses effective texture and detail</td>
<td>Shows some evidence of thought in developing form(s)</td>
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<td></td>
<td><strong>LEVEL 2</strong></td>
<td>Organizes objects in space</td>
<td>Makes some variable form(s)</td>
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<td><strong>RANGE 70-79%</strong></td>
<td>Places shapes in isolation</td>
<td>Provides few recognizable detail(s)</td>
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<td></td>
<td>Shows some evidence of order</td>
<td>Shows little variety in surface(s)</td>
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<td></td>
<td></td>
<td>Shows some use of organized color</td>
<td>Shows little evidence of thought in developing form(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indicates some texture and detail</td>
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**4 Points**
Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.

**3 Points**
Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.

**2 Points**
Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts.
<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>Makes form(s) which generally lack structure &amp; dimension</th>
<th>Makes form(s) which generally lack structure</th>
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<tr>
<td>RANGE</td>
<td>Provides little or no informative details</td>
<td>Provides no recognizable detail(s)</td>
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<tr>
<td>60-69%</td>
<td>Shows little or no variety in surface treatment(s)</td>
<td>Shows little or no variety in surface(s)</td>
</tr>
<tr>
<td>(D = 1.0 - 1.99)</td>
<td>Shows little or no thought and decision making in developing form(s)</td>
<td>Shows little or no thought in developing form(s)</td>
</tr>
<tr>
<td></td>
<td>Shows little or no use of principles and elements of design</td>
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<td></td>
<td>Shows little or no control of media</td>
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<td></td>
<td>Uses little or no observation skills, imagination or personal expression</td>
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</tbody>
</table>

1 Point
Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.
The response exhibits many flaws or may be incomplete.

0 Point
Student has provided a completely incorrect or unintelligible response or no response at all.
### Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

**Elements of Art:**
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

**Principles of Design:**
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

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### General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

**4 Points**
Spelling of complex and simple words is correct. Effective use of punctuation guides reader through text. Shows mastery of grammar Sufficiently long and complex enough. **Needs little or no editing.**

**3 Points**
Common words are correctly spelled. Spelling of more complex words is usually correct. End of sentence punctuation is always correct. Few mistakes with internal punctuation. May contain lapses in usage but not enough to distract the reader. **Minimal editing required.**

**2 Points**
Some misspelling of common words. End of sentence punctuation is usually correct. Internal punctuation contains some errors. Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning. **Significant editing required.**

**1 Point**
Frequent misspellings of common words. Incorrect or random use of end of sentence punctuation. Little or no internal punctuation. Infrequent or incorrect use of capitalization. Errors so severe that it is difficult to focus on meaning. **Excessive editing required.**
**FOCUS of the Elementary Visual Art Program is to:**

- Introduce art and artists (Pablo Picasso, Henri Moore, and Frank Lloyd Wright),
  - Free Clip Art & Public Domain Images
- Improve skills and increase knowledge of art techniques
- Activate prior knowledge
- Use literature, main idea, and details
- Integrate with themes and other subjects to make connections
- Expand research capabilities for art history & culture
- Collaborate
- Grow imagination, creativity, and innovation
- Acquire aesthetic perception and awareness through art criticism, analysis, assessment, and presentation.
- Learn about exhibiting quality works,
- Explore art and art-related careers.

For Grade 5, the SRA Art Connections text and ancillary materials support the focus with references throughout this curriculum map.

The following pages provide a quick reference for locating art content in the Grade 5 art text.
| LINE | Pg. 34A-34B (Unit Plan Guide 35-36), Line and Shape, p. 34-35; Expressive Line p. 36-39; Perception drawing p. 39B-43. **FOCUS**: Reading – Literature, Compare/Contrast, Visualizing. **Social Studies**: Theme- Cooperation Art & Competition: About Me. **DIFFERENTIATED INSTRUCTION**: Reteach, Special Need, ELL; Pg. 38, 42. **ART ACROSS THE CURRICULUM** (Writing, Math, Science, Social Studies, Technology) Pg. 39, 43. ARTS INTEGRATED (Theatre, Music, Movement & Dance); Pg. 35B, 39B. **ASSESSMENT**: Pg. 39A, 43-43A. (Unit Pg. 62) **ARTISTS**: Quick-to-See Smith, p. 34; Art Unknown, Huipil Weaving, p. 36; Jackson Pollack, p. 37; Edgar Degas, p. 40; Henri de Toulouse-Lautrec, p. 41. |
| SHAPE | Pg. 34A-34B (Unit Plan p. 35-36), Geometric & Free-Form Shapes p. 43B-47; (Unit Plan – p. 64-65) Positive & Negative Shapes & Space P. 65B-69 **FOCUS**: Reading – Literature, Compare& Contrast. **Science**: Theme-Shadows. **Math**: Theme-Shapes. **DIFFERENTIATED INSTRUCTION**: Reteach, Special Need, ELL; pg. 46, 68. **ART ACROSS THE CURRICULUM**: (Writing, Math, Science, Social Studies, Technology) Pg. 47, 69. ARTS INTEGRATED (Theatre, Music, Movement & Dance); Pg. 43B, 65B. **ASSESSMENT**: Pg. 47-47A, 69-69A, (Unit 1-p. 62), (Unit 2 – p. 92). **ARTISTS**: Georges Braque, p. 44; Paul Cézanne, p. 45; Jasper Johns, p. 66. |
| FORM | Pg. 64A-64B (Unit Plan 64-65), Shading p. 77B-81; Form p. 81B-85; Form in Architecture p. 85B-89. **FOCUS**: Reading – Compare & Contrast; Literature – Main Idea & Details, Cause & Effect, Making Inferences, Fact & Opinion, Point of View. **Science**: Theme-Space. **Social Studies**: Theme-Communities, Taking a Stand. **DIFFERENTIATED INSTRUCTION**: Reteach, Special Need, ELL; Pg. 80, 84, 88. **ART ACROSS THE CURRICULUM**: (Writing, Math, Science, Social Studies, Technology) Pg. 81, 85, 89. ARTS INTEGRATED (Theatre, Music, Movement & Dance); Pg. 77B, 81B, 85B. **ASSESSMENT**: Pg. 81A, 85A, 89A, (Unit pg. 92). **ARTISTS**: Roger Brown, p. 78; Robert McCall, p. 79; Frank Stella, p. 82; Tony Smith, p. 83; LeCorbusier, p. 86; Jarn Oberg Utzen, p. 87. |

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RESOURCES: GRADE 5 - STRUCTURAL ELEMENTS OF ART

PATTERN:
Pg.94A-94B (Unit Plan 94-95), Pattern p. 111B-115; Decorative Pattern p. 115B-119
FOCUS – Reading: Literature, Theme – look Again, Visualizing
Social Studies: Theme – Cooperation
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 114, 118
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 115
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 111B, 115B
ASSESSMENT: Pg. 115-115A, 119
ARTISTS:
Artist Unknown, Woven tie-dyed section, Peru, p. 112; Artist Unknown, Kuba cloth, Congo, p. 113; Artist Unknown, bowl, Congo, p. 116; Louis Sullivan, p. 117

RHYTHM:
Pg.154A-154B (Unit Plan 154-155), Rhythm p. 159B-163; Movement through Rhythm p. 163B-167
FOCUS – Reading: Literature, Classify, Categorize; Visualizing
Health: Dance & Movement
Social Studies: Theme – Beyond the Notes
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 162, 166
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 163, 167
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 159B, 163B
ASSESSMENT: Pg. 163-163A, 167-167A (Unit 5 – p. 182
Paul Gauguin, p. 160; Joan Miró, p. 160; Jennifer Bartlett, p. 161; Pablo Picasso, p.165

EMPHASIS:
Pg.184A-184B (Unit Plan 184-185), Emphasis of an Element p. 193B-197; Emphasis through Placement p. 197B-201
FOCUS – Reading: Literature – Making Inferences, Compare & Contrast
Social Studies: Theme – Survival, Storytelling, Body
Science: Theme – Families, Communication, Imagination
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 128, 132, 136, 140, 144, 148
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 129, 133, 137, 141, 145, 149.

BALANCE:
FOCUS – Reading: Literature – Compare & Contrast, Point of View, Drawing Conclusions
Social Studies: Theme – Balance
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): 170, 174, 178
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 171, 175, 179
ARTS INTEGRATED (Theatre, Music, Movement & Dance): 167B, 171B, 175B
ASSESSMENT: Pg. 171-171A, 175-175A, 179-179A (Unit 5 Pg. 182)
ARTISTS:
Artist Unknown, Portrait, Qing Dynasty, p. 168; Diego Rivera, p. 169; Sofonisba Anguissola, p. 172; James Tissot, p. 173; Artist Unknown, Dish, Spain, p. 176; Noland Anderson, p. 177

HARMONY:
Pg.184A-184B (Unit Plan 184-185), Harmony p. 185B-189
FOCUS: Reading – Literature – Fact & opinion
Social Studies: Theme - Music
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): 188
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 189
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 185B
ASSESSMENT: Pg. 189-189A, (Unit 6 - Pg. 2162)
ARTISTS:
Berthe Moret, p. 184; Thomas Hart Benton, p. 186; Richard Yarde, p. 187

UNITY:
Pg.184A-184B (Unit Plan 184-185), Unity through Media p. 201B-205; Unity through Theme p. 205B-207
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 125B, 133B, 137B, 141B, 145B


ARTISTS:
- Viola Frey, p. 124; John Stewart Copley, p. 126; George Tooker, p. 127; Domenico Ghirlandaio, p. 130; Nanha, Indian, p. 131; Elizabeth Krasle, p. 134; Fernando Botero, p. 138; Amedeo Modigliani, p. 139; Charlie James, p. 142; Elon Webster, p. 142; Artist Unknown, Mask, Mexico, p. 143; Artist Unknown, Mask, Kwele, p. 143; George Segal, p. 146; Duane Hanson, p. 147

ARTISTS:
- Judith Surowiec, p. 190; John Robinson, p. 191

ARTISTS:
- Irene Preston Miller & Hudson river Quilters, p. 202; Elizabeth Garrison, p. 203; Artist Unknown, Earthenware banks, Mexico, p. 206; Elizabeth Paulos-Krasle, p. 207

FOCUS – Reading: Literature – Artist’s Purpose, Sequencing, Theme – Sharing Stories
Science: Theme – Animals in Art
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 204, 208
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 205, 209
ARTS INTEGRATED (Theatre, Music, & Dance): 201B, 205B
ASSESSMENT: Pg. 205-205A, 209-209A, (Unit 6 - Pg. 212)

ARTISTS:
- Elizabeth Paulos-Irene Preston Miller & Hudson river Quilters, p. 202; Elizabeth Garrison, p. 203; Artist Unknown, Earthenware banks, Mexico, p. 206

Teacher’s Handbook (end of teacher text after Glossary)

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Not new NGSSS - Non-updated Florida Sunshine State Standards information
ARTISTS - FIRST SEMESTER

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DAY</th>
<th>ARTIST</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M/F</th>
<th>Medium</th>
<th>Culture</th>
<th># grades ARTIST IS FOUND</th>
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<tr>
<td>AUGUST 6</td>
<td>8/6</td>
<td>Andy Warhol</td>
<td>202</td>
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<td>SEPTEMBER 7</td>
<td>9/7</td>
<td>Jacob Lawrence</td>
<td>83 101</td>
<td>M</td>
<td>Mixed - stories</td>
<td>African - Amer.</td>
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<td>OCTOBER 21</td>
<td>10/21</td>
<td>Katshushika Hokusai</td>
<td>34 35 49 117</td>
<td>M</td>
<td>painting</td>
<td>Asian</td>
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<td>Some say Hokusai Katshushika</td>
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<td><a href="http://www.smoroky.com/reviews/gallery/hokusai/24views.htm">http://www.smoroky.com/reviews/gallery/hokusai/24views.htm</a></td>
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<td><a href="http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyoets_hokusai_3fall.html">http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyoets_hokusai_3fall.html</a></td>
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</tbody>
</table>

10/25 | Pablo Picasso | 112 113 | 87 | 34 35 | 165 | M | Cubism | Spanish | 4 |
|  |  | http://www.metmuseum.org/toah/shd/pica/hd_pica.htm |  |  |  |  |  |  |  | http://www.youtube.com/watch?v=[9x4JZBq0cI&safe=active |  |  |
|  |  | http://pablo-picasso.paintings.name/biography/ |  |  |  |  |  |  |  | http://www.youtube.com/watch?v=FbrY1ypwPhU&safe=active |  |  |
|  |  | http://www.pablopicasso.org/picasso-biography.jsp |  |  |  |  |  |  |  |  |  |  |
ARTISTS - SECOND SEMESTER  LINKS LAST CHECKED 7.17.13 (YOUTUBE VIDEOS INCLUDED, ALWAYS PREVIEW before showing to students).

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<tbody>
<tr>
<td>DECEMBER 8 15</td>
<td>Walt Disney (animators)</td>
<td>12/5/1901 – 12/15/1966</td>
<td>152</td>
<td>152</td>
<td>93</td>
<td>M</td>
<td>animation</td>
<td>Amer. + Orlando</td>
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<thead>
<tr>
<th>JANUARY 19</th>
<th>Paul Cezanne</th>
<th>1/19/1839 – 10/22/1906</th>
<th>86</th>
<th>87</th>
<th>45</th>
<th>120</th>
<th>M</th>
<th>Painting Postimpressionism</th>
<th>French</th>
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</thead>
<tbody>
<tr>
<td>FEBRUARY 20</td>
<td>Louis Comfort Tiffany</td>
<td>2/18/1848 – 1/7/1933</td>
<td>56</td>
<td></td>
<td></td>
<td>M</td>
<td>Art Nouveau Stained glass</td>
<td>Amer. + Orlando</td>
<td></td>
</tr>
<tr>
<td>MARCH 14</td>
<td>Jennifer Bartlett</td>
<td>3/14/1941 - today</td>
<td>164</td>
<td>F</td>
<td>Mixed - painting + dots</td>
<td>Amer.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>APRIL 26</td>
<td>John James Audubon</td>
<td>4/26/1785 Haiti - 1851 New York</td>
<td>131</td>
<td>198</td>
<td>154</td>
<td>155</td>
<td>M</td>
<td>wildlife portraiture</td>
<td>Amer. illustrator</td>
</tr>
<tr>
<td>MAY 22</td>
<td>Marisol Escobar</td>
<td>5/22/1930 - today</td>
<td>90</td>
<td>F</td>
<td>Sculpture mixed</td>
<td>Venezuela</td>
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<td><a href="http://www.tfaoi.com/aa/2aa/2aa661.htm">http://www.tfaoi.com/aa/2aa/2aa661.htm</a></td>
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<td><a href="http://www.youtube.com/watch?v=qrzHiQjWg7Y">http://www.youtube.com/watch?v=qrzHiQjWg7Y</a> = w/ 3 other women artists</td>
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</table>
Partnership for 21st Century Skills

The 4C’s – Communication, Collaboration, Critical Thinking, and Creativity


### 21st Century Skills are embedded in NGSSS Visual Art

[http://www.arteducators.org/research/21st-century-skills-arts-map](http://www.arteducators.org/research/21st-century-skills-arts-map) for general information


The Partnership for 21st Century Skills maps demonstrate how the three Rs and four Cs (critical thinking and problem solving, communication, collaboration and creativity and innovation) can be fused within the curriculum. All of the maps are organized around 13 skills areas, with examples of how each subject can help students build skills in these areas at 4th grade, 8th grade, and 12th grade levels. [http://www.p21.org/storage/documents/P21_arts_map_final.pdf](http://www.p21.org/storage/documents/P21_arts_map_final.pdf)

The skills areas are:

- Critical Thinking and Problem Solving

### Table

<table>
<thead>
<tr>
<th>Date</th>
<th>Artist</th>
<th>Birth Date – Death Date</th>
<th>Visual Art Era</th>
<th>Country</th>
<th>Reference 1</th>
<th>Reference 2</th>
<th>Reference 3</th>
<th>Reference 4</th>
</tr>
</thead>
</table>


• Communication
• Collaboration
• Creativity
• Innovation
• Information Literacy
• Media Literacy
• Information, Communication, and Technology Literacy
• Flexibility and Adaptability
• Initiative and Self-direction
• Social and Cross-cultural Skills
• Productivity and Accountability
• Leadership and Responsibility

T/ORGANIZING PRINCIPLE:
Organizing Thoughts to Create and Complete Art

VISUAL ART - 5001060
Art – Intermediate 3: Grade 5

ESSENTIAL QUESTIONS

• What is art?
• How are art objects described?
• What are the uses? Where is art found?
• What are sources for art ideas?
• How does personal interest affect how or why an artwork is created?
• How are ideas chosen and integrated into the creative process?
• What art vocabulary is important to understand for art criticism?
• How is the understanding of the structural elements used to improve artwork or skill safely?
• How do artwork and utilitarian objects affect daily living?
• Why are specific public art works important in the community?

WEEK 1-4

Innovate Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 1/2 hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.

While creating, art students learn to:

Develop a range of interests in the art-making process to influence personal decision-making.
Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
Use tools, media, techniques, and processes in a safe and responsible manner.
Describe the ways in which artworks and utilitarian objects impact everyday life.
Discuss artworks found in public venues to identify the significance of the work within the community.

DUE:

September
• Art Teachers’ Exhibit/ArtHaus
• Volusia County Schools – Safety Poster Contest

October –
• FAEA Conference
• Volusia County Fair

Overview of Curriculum – Narrative for Grade 5 (Q1f)
A student producing work assessed as proficient would be able to demonstrate the ability to describe choices made in using various media for the creation of works that document self and/or community experiences and practice safety procedures in the art room.

### TOPICs

**INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art**

<table>
<thead>
<tr>
<th>Lesson/Activities:</th>
<th>Art vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed Media Collage</td>
<td>Description</td>
</tr>
<tr>
<td>Contour Drawing</td>
<td>Main idea</td>
</tr>
<tr>
<td>Still Life</td>
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<tr>
<td>Value study/Contrast (i.e. technology)</td>
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<tr>
<td>Suggested Artists:</td>
<td></td>
</tr>
<tr>
<td>Joan Miró</td>
<td>Art criticism</td>
</tr>
<tr>
<td>Jackson Pollock</td>
<td>Describe</td>
</tr>
<tr>
<td>Katsushika Hokusai</td>
<td>Analyze</td>
</tr>
<tr>
<td>Ansel Adams</td>
<td>Interpret</td>
</tr>
<tr>
<td>Vincent Van Gogh</td>
<td>Judge</td>
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</tbody>
</table>

**NGSSS Visual Art STANDARDS Unpacking - Learning Targets**

- Discuss students’ interests and how ideas are assimilated into personal art works.
- View artworks to discover range of ideas from different artists.

**Assessed Content:**

- Selects media to effectively communicate an idea.

- Instruct students on how to “look” or “read” a work of art.
- Review art critique process. Use writing skills to critique works.
- Describe how students critique objectively and on point.
- Describe objectives for activity/completed art work that are used for rubric and/or art criticism process.

**Assessed Content:**

- Creates and applies personal criteria for evaluating works of art using appropriate vocabulary

**Florida Standards**

LA.FS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

- Review the difference between art and utilitarian objects.
- Describe where and how such objects are used.
- Discuss whether these objects improve one’s life or attitude.

**Artworks**

- Aesthetic
- Non-utilitarian

**Utilitarian objects**

- Useful
- Functional
- Energy and motion
- Golden Mean

**Social Studies:**
- History
- Geography

**Assessed Content:**
Compared and contrasts aesthetic qualities of functional and non-functional works of art.

**Florida Standards**
LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- List local sculptures, old buildings with specific architecture to analyze works.
- Know history of art/people survey to understand its importance.
- Analyze artwork within an art style.
- Discuss items for sale that have been designed/created by artists.

**Florida Standards**
LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- Review Grade 4 terms when viewing personal art work or works by others.
- How to understand “non-fiction”
- Students reflect and write about their work.

**Assessed Content:**
compares and contrast works of art based on style, time periods, cultures and for artists (Sculpture, Painting, mixed-media, etc.)

**Florida Standards**
LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
MAFS.K12.MP.6.1: Attend to precision

**Bulletin boards**
Exhibits
Museums
Festivals
Celebration
Sale

**Advertisement**

**Architecture**
- Embellishment
- Ornamental relief sculpture

**Man-made objects**
- Sculpture
- Fabric

**Vocabulary**
Structural Elements: line, shape; value (contrast)

**Types of lines**
- Contour
- Gesture
- Hatching

**Types of shapes**
- Geometric, free-form
- 3d- blending, shading

**Science: Pyramid**
Organizational principles - movement

**Artist’s statements**
Students use reflective, narrative or expository writing processes

**Safety (32-33, T12)**
- Guidelines
- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.

**Assessed Content:** Works with art tools, materials and processes safely, appropriately and responsibly

**Florida Standards**
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- MAFS.K12.MP.5.1: Use appropriate tools strategically

<table>
<thead>
<tr>
<th>Special Area Grading</th>
<th>INNOVATE ART</th>
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<tbody>
<tr>
<td><strong>Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card</strong></td>
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<tr>
<td>The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials</td>
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<tr>
<td><strong>Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card</strong></td>
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<tr>
<td>The student explains personal work with specific details, knows what artists create and where art can be located, and follows directions for safety in the art room.</td>
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<tr>
<td><strong>Average Progress, Grade Range: 70-79; which defaults to C on report card</strong></td>
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</table>

**Florida Standards Required by Florida DOE for this Course**

- **Number: 5001060 Art – Intermediate 3 – Grade 5**
  - Highlighted are Included with visual art standards in Q1f)
  - **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
  - **LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
  - **LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
The student provides a limited or incomplete explanation of personal work or its origin, recognizes differences between art and non-art objects in various locations; follows safety procedures.

Lowest Acceptable Progress, Grade Range: 60-69; which defaults to D on report card

The student struggles to remember terms that describe personal visual imagery and where ideas originate; confuses differences between art and non-art objects and/or where art is located; may ignore some safety directions.

LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

MAFS.5.OA.2 Analyze patterns and relationships.

MAFS.5.G.2 Classify two-dimensional figures into categories based on their properties.

Mathematical practices

MAFS.K12.MP.5.1 Use appropriate tools strategically.

MAFS.K12.MP.6.1 Attend to precision.

MAFS.K12.MP.7.1 Look for and make use of structure.

---

**General Visual Arts Rubric**

**Grades 3-5**

FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS


<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>RANGE 90-100%</th>
<th>2D</th>
<th>3D</th>
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<tbody>
<tr>
<td>Shows arrangement of objects on the picture plane</td>
<td>Makes form(s) which vary in height and width</td>
<td>4 Points</td>
<td>Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.</td>
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<tr>
<td>Shows evidence of thought in placing objects in environment</td>
<td>Shows variety in surface(s)</td>
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<td></td>
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<tr>
<td>Indicates relationships between objects</td>
<td>Show(s) variety in surface(s)</td>
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<tr>
<td>Uses color in a convincing or imaginative manner</td>
<td>Shows evidence of thought in developing form(s)</td>
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<tr>
<td>Makes a variety of shapes</td>
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<tr>
<td>Uses overlapping forms</td>
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<tr>
<td>Represents detail and texture in a convincing or imaginative way</td>
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<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>RANGE 80-89%</th>
<th>2D</th>
<th>3D</th>
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<tbody>
<tr>
<td>Shows objects in different environments</td>
<td>Makes form(s) that vary in height and width</td>
<td>3 Points</td>
<td>Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.</td>
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<tr>
<td>Organizes objects effectively in space</td>
<td>Provides some recognizable detail(s)</td>
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</tr>
<tr>
<td>Uses color variations in hue and value</td>
<td>Provides some recognizable detail(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows some overlapping forms</td>
<td>Shows some variety in surface(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses effective texture and detail</td>
<td>Shows some evidence of thought in developing form(s)</td>
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</tbody>
</table>
| LEVEL 2 | Makes some variable form(s)  
Provides few recognizable detail(s)  
Shows little variety in surface(s)  
Shows little evidence of thought in developing form(s) |
|---|---|
| LEVEL 1 | Makes form(s) which generally lack structure  
Provides little or no informative details  
Shows little or no thought and decision making in developing form(s)  
Shows little or no use of principles and elements of design  
Shows little or no control of media  
Uses little or no observation skills, imagination or personal expression |

### LEVEL 2

**RANGE**  
70-79%  
(C = 2.00-2.99)

- Organizes objects in space  
- Places shapes in isolation  
- Shows some evidence of order  
- Shows some use of organized color  
- Indicates some texture and detail

### LEVEL 1

**RANGE**  
60-69%  
(D = 1.0 - 1.99)

- Makes form(s) which generally lack structure & dimension  
- Provides little or no informative details  
- Shows little or no variety in surface treatment(s)  
- Shows little or no thought and decision making in developing form(s)  
- Shows little or no use of principles and elements of design  
- Shows little or no control of media  
- Uses little or no observation skills, imagination or personal expression

### Points

- **2 Points**  
  Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts.

- **1 Point**  
  Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response is incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.

- **0 Point**  
  Student has provided a completely incorrect or uninterpretable response or no response at all.
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

**Elements of Art:**
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

**Principles of Design:**
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
- Spelling of complex and simple words is correct.
- Effective use of punctuation guides reader through text.
- Shows mastery of grammar
- Sufficiently long and complex enough.
- Needs little or no editing.

3 Points
- Common words are correctly spelled. Spelling of more complex words is usually correct.
- End of sentence punctuation is always correct.
- Few mistakes with internal punctuation.
- May contain lapses in usage but not enough to distract the reader.
- Minimal editing required.

2 Points
- Some misspelling of common words.
- End of sentence punctuation is usually correct.
- Internal punctuation contains some errors.
- Text may be too simple to demonstrate mastery.
- Errors in usage may interfere with meaning.
- Significant editing required.

1 Point
- Frequent misspellings of common words.
- Incorrect or random use of end of sentence punctuation.
- Little or no internal punctuation.
- Infrequent or incorrect use of capitalization.
- Errors so severe that it is difficult to focus on meaning.
- Excessive editing required.
**UNIT/ORGANIZING PRINCIPLE:**
Organizing Thoughts to Create and Complete Art

**VISUAL ART - 5001060**
Art – Intermediate 3: Grade 5

**ESSENTIAL QUESTIONS**
- Why is art work continually revised throughout the creative process to the intended outcome?
- How is artistic growth measured?
- How is the understanding of the structural elements used to improve artwork or skill safely?
- How does meaning in the creative process document a personal voice?
- How do problem solving skills communicate personal visual ideas?

**Overview of Curriculum – Narrative for Grade 5 (Q1s)**

**WEEK 5-9**

Innovate Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45 +/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.

While creating, art students learn to:
- Revise artwork as a necessary part of the creative process to achieve an artistic goal.
- Apply established criteria to the art-making process to measure artistic growth.
- Use tools, media, techniques, and processes in a safe and responsible manner.
- Use a variety of sources for ideas to resolve challenges in creating original works.
- Create meaningful and unique works of art to effectively communicate and document a personal voice.
- Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
- Create artwork that shows procedural and analytical thinking to communicate ideas.

A student producing work assessed as proficient would be able to demonstrate the ability to revise artwork when applying analytical thinking and specific criteria to achieve art goals and determine personal growth, use a variety of media and solutions to illustrate a personal voice in 2D/3D works, and practice safety procedures in the art room.

**DUE:**

- September
  - Art Teachers’ Exhibit/ArtHaus
  - Volusia County Schools – Safety Poster Contest

- October –FAEA Conference
  - Volusia County Fair

**TOPICS**

**INNOVATE ART:** Includes Cognition, Engagement, Persistence, How to Think About, Create, and Reflect on Personal Art

NGSSS Visual Art STANDARDS

Unpacking - Learning Targets

**STANDARDS** (* are repeated)

- Revise, review, describe; critique
- Visual ideas
- 21st Century Skills (see Resources)
### Florida Standards

**MAFS.K12.MP.6.1: Attend to precision.**

- Create group rubric to use with critique process.
- Talk and/or write about art of another
- Describe the creative process, how the art work is begun and completed.

**Assessed Content:**
Applies good craftsmanship in creating 2D and 3D artworks

**Assessed Content:** utilizes techniques and processes in selected media to communicate an idea

**Assessed Content:** Selects media to effectively communicate an idea.

### English/ Language Arts

- Communicate ideas/experiences in creating visual art
- Context clues to determine meaning in artworks

**LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
<table>
<thead>
<tr>
<th><strong>VA.S.O.22</strong></th>
<th><strong>Sources - Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research a variety of sources to find multiple ideas to integrate for a visual solution.</td>
<td></td>
</tr>
<tr>
<td><strong>VA.S.O.32</strong></td>
<td><strong>Plagiarism</strong></td>
</tr>
<tr>
<td>Gather relevant information from multiple print and/or digital sources to provide inspiration in order to develop and create new visual solutions that are not copied.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessed Content:**
Works with art tools, materials and processes safely, appropriately and responsibly.

**Florida Standards**
- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- **MAFS.K12.MP.5.1** Use appropriate tools strategically.

**21st Century Skill**
- Following Directions
### Special Area Grading - INNOVATE ART

#### Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials.

#### Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card

The student describes choices made in using various media for the creation of works documenting self and/or community experiences and practices safety procedures in the art room.

#### Average Progress, Grade Range: 70-79; which defaults to C on report card

The student uses various media to complete works with little thought to choices made, self-expression, or documentation of local/global ideas, but follows safety procedures.

#### Lowest Acceptable Progress, Grade Range: 60–69; which defaults to D on report card

The student struggles to complete works or works hastily not understanding how to use various media, incorporate or describe personal interests, make choices for self-expression, and/or include community experiences to meet objectives; ignores some safety procedures.

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### Florida Standards Required by Florida DOE for this Course

**Number: 5001060 Art – Intermediate 3 – Grade 5**

Highlighted are included with visual art standards in Q1s)

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2** Analyze patterns and relationships.

**MAFS.5.G.2** Classify two-dimensional figures into categories based on their properties.

**Mathematical practices**

**MAFS.K12.MP.5.1** Use appropriate tools strategically.

**MAFS.K12.MP.6.1** Attend to precision.

**MAFS.K12.MP.7.1** Look for and make use of structure.
## Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS


### General Visual Arts Rubric

<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>RANGE 90% - 100% (A = 3.0 - 4.0)</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows arrangement of objects on the picture plane</td>
<td>Makes form(s) which vary in height and width</td>
<td>4 Points</td>
<td>Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.</td>
</tr>
<tr>
<td>Shows evidence of thought in placing objects in environment</td>
<td>Provides recognizable detail(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicates relationships between objects</td>
<td>Shows variety in surface(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses color in a convincing or imaginative manner</td>
<td>Shows variety in surface(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes a variety of shapes</td>
<td>Shows evidence of thought in developing form(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses overlapping forms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Represents detail and texture in a convincing or imaginative way</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>RANGE 80% - 89% (B = 2.5 - 2.99)</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows objects in different environments</td>
<td>Makes form(s) which vary in height and width</td>
<td>3 Points</td>
<td>Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.</td>
</tr>
<tr>
<td>Organizes objects effectively in space</td>
<td>Provides some recognizable detail(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses color variations in hue and value</td>
<td>Provides some recognizable detail(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows some overlapping forms</td>
<td>Shows some variety in surface(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses effective texture and detail</td>
<td>Shows some evidence of thought in developing form(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>RANGE 70% - 79% (C = 2.00 - 2.99)</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizes objects in space</td>
<td>Makes some variable form(s)</td>
<td>2 Points</td>
<td>Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.</td>
</tr>
<tr>
<td>Places shapes in isolation</td>
<td>Provides few recognizable detail(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows some evidence of order</td>
<td>Shows little variety in surface(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows some use of organized color</td>
<td>Shows little evidence of thought in developing form(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicates some texture and detail</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>RANGE 60% - 69% (D = 1.0 - 1.99)</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes form(s) which generally lack structure &amp; dimension</td>
<td>Makes form(s) which generally lack structure</td>
<td>1 Point</td>
<td>Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.</td>
</tr>
<tr>
<td>Provides little or no informative details</td>
<td>Provides no recognizable detail(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows little or no variety in surface treatment(s)</td>
<td>Shows little or no variety in surface(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows little or no thought and decision making in developing form(s)</td>
<td>Shows little or no thought in developing form(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows little or no use of principles and elements of design</td>
<td>Uses little or no control of media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows little or no observation skills, imagination or personal expression</td>
<td>Uses little or no observation skills, imagination or personal expression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 0 Point | Student has provided a completely incorrect or uninterpretable response or no response at all. | | |
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

Principles of Design:
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
- Spelling of complex and simple words is correct.
- Effective use of punctuation guides reader through text.
- Shows mastery of grammar
- Sufficiently long and complex enough.
- Needs little or no editing.

3 Points
- Common words are correctly spelled. Spelling of more complex words is usually correct.
- End of sentence punctuation is always correct.
- Few mistakes with internal punctuation.
- May contain lapses in usage but not enough to distract the reader.
- Minimal editing required.

2 Points
- Some misspelling of common words.
- End of sentence punctuation is usually correct.
- Internal punctuation contains some errors.
- Text may be too simple to demonstrate mastery.
- Errors in usage may interfere with meaning.
- Significant editing required.

1 Point
- Frequent misspellings of common words.
- Incorrect or random use of end of sentence punctuation.
- Little or no internal punctuation.
- Infrequent or incorrect use of capitalization.
- Errors so severe that it is difficult to focus on meaning.
- Excessive editing required.
UNIT/ORGANIZING PRINCIPLE: Creating Art for a Purpose

VISUAL ART - 5001060 Art – Intermediate 3: Grade 5

ESSENTIAL QUESTIONS

- How do art processes and/or visualizing the outcome affect meaning and content in completed art work?
- What resources inspire personal decisions?
- What is the importance of sequential procedures in creating art?
- What visualization skills assist in the creative process?
- How are art materials and tools used in a safe manner?
- What art skills are necessary for an art/art-related career?

WEEK 10-13

Develop Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship and vision, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.

While creating, art students learn to:
- Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
- Use media, technology, and other resources to inspire personal art-making decisions.
- Identify sequential procedures to engage in art production.
- Visualize the end product to justify artistic choices of tools, techniques, and processes.
- Use tools, media, techniques, and processes in a safe and responsible manner.
- Describe the knowledge and skills necessary for art-making and art-related careers.

A student producing work assessed as proficient would be able to demonstrate the ability to create art that reveals personal choices for ideas, media, and processes; identifies and describes art in the community, and follows safety procedures.

DUE November:
- Halifax Art Festival (East side)
- Volusia County Fair
- DeLand Fall Festival (West side)

TOPICS

DEVELOP ART: Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety.

NGSSS Visual Art STANDARDS

Unpacking - Learning Targets

STANDARDS (* are repeated)

21st Century Skills (MAP p. 13)

Careers – Skills
- Architecture, p. 92
- Toy Designer, P. 212
- Technology Careers p. 152

Florida Standards
### Positive/Negative Shapes and Space
- Form
- Linear Perspective

**Suggested Artists:**
- Pablo Picasso
- Henri Matisse
- Marcel Duchamp

### Grade 5 curriculum Integration

#### English/ Language Arts:
- Prior Knowledge
- Fact/Opinion
- Compare/Contrast
- Vocabulary/Processes/Concepts
- Reading for Text Complexity

#### Math:
- Geometry-2D/3D shapes and forms

#### Science:
- Color Theory
- Space-
  - Positive/Negative

#### Social Studies:
- History- Time periods
- Geography

---

<table>
<thead>
<tr>
<th>Florida Standards</th>
<th>LAFS.5.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Know purpose of tool(s) and media in art activity.</td>
<td></td>
</tr>
<tr>
<td>- Practice drawing skills with various media to improve skills for concept.</td>
<td></td>
</tr>
</tbody>
</table>

#### Drawing Skills:

#### Assessment:
- Use various media to discover new ways of creating.
- Discover appropriate ways of combining media and ideas.
- Find images to inspire ideas for new artwork.

**Assessed Content:** Structural Elements of Art and Principles of Design, Positive and negative space, tints, shades

#### Florida Standards

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**MAFS.K12.MP.6.1** Know purpose of tool(s) and media in art activity.

<table>
<thead>
<tr>
<th><strong>MAFS.K12.MP.7.1</strong> Practice drawing skills with various media to improve skills for concept.</th>
</tr>
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<td>- Use various media to discover new ways of creating.</td>
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<td>- Find images to inspire ideas for new artwork.</td>
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</table>

**Assessed Content:** Structural Elements of Art and Principles of Design, Positive and negative space, tints, shades

#### Florida Standards

**MAFS.K12.MP.7.1** Look for and make use of structure

<table>
<thead>
<tr>
<th><strong>Color:</strong> Hue, Color Scheme, Spectrum, Wheel, Primary, Secondary, Intermediate, Neutral, Monochromatic, Complement, Analogous, Shade, Tint, Value, Intensity, Transparent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decorative Cartoons</td>
</tr>
</tbody>
</table>

### Perseverance - How is it done?

**21st Century Skills (MAP p. 13)**

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<table>
<thead>
<tr>
<th><strong>Cognition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
</tr>
<tr>
<td>Brainstorm</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Direction, order, sequence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Perseverance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Skills (MAP p. 13)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Q2f</strong></th>
</tr>
</thead>
</table>
- Explain the steps followed and inspiration used.

- Sketch Plan

Projects where paper is divided in ½, ¼, etc. such as collage lesson at http://www.awesomeartists.com/art/CollageAndMixedMedia/LESSONwEXAMPLES_Collage_DivideTheCircle.pdf

- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.

**Florida Standards**

**ELD.K12.ELL.SL.1** English language learners communicate for social and instructional purposes within the school setting.

**MAFS.K12.MP.5.1** Use appropriate tools strategically

<table>
<thead>
<tr>
<th>Sketch Plan</th>
</tr>
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<tbody>
<tr>
<td>Projects where paper is divided in ½, ¼, etc. such as collage lesson at <a href="http://www.awesomeartists.com/art/CollageAndMixedMedia/LESSONwEXAMPLES_Collage_DivideTheCircle.pdf">http://www.awesomeartists.com/art/CollageAndMixedMedia/LESSONwEXAMPLES_Collage_DivideTheCircle.pdf</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety (32-33, T12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure Process Guidelines Techniques Responsibility</td>
</tr>
</tbody>
</table>
**Special Area Grading - DEVELOP ART**

**Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card**

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials.

**Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card**

The student creates art that reveals personal choices for ideas, media, and processes; identifies and describes art in the community, and follows safety procedures.

**Average Progress, Grade Range: 70-79; which defaults to C on report card**

The student uses available media and processes with limited experimentation and ideation to create art; identifies where art is located in the community; and follows safety procedures.

**Lowest Acceptable Progress, Grade Range: 60-69; which defaults to D on report card**

The student struggles to complete works or works hastily not understanding how to use personal ideas and/or various media and processes to meet objectives; has limited recall and/or description of art in community; ignores some safety procedures.

---

**Florida Standards Required by Florida DOE for this Course**

Number: 5001060 Art – Intermediate 3 – Grade 5
Highlighted are included with visual art standards in Q2f)

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**MAFS.5.OA.2** Analyze patterns and relationships.

**MAFS.5.G.2** Classify two-dimensional figures into categories based on their properties.

**Mathematical practices**

**MAFS.K12.MP.5.1** Use appropriate tools strategically.

**MAFS.K12.MP.6.1** Attend to precision.

**MAFS.K12.MP.7.1** Look for and make use of structure.
<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td><strong>90 -100%</strong></td>
<td>Shows arrangement of objects on the picture plane&lt;br&gt;Shows evidence of thought in placing objects in environment&lt;br&gt;Indicates relationships between objects&lt;br&gt;Uses color in a convincing or imaginative manner&lt;br&gt;Makes a variety of shapes&lt;br&gt;Uses overlapping forms&lt;br&gt;Represents detail and texture in a convincing or imaginative way</td>
<td>Makes form(s) which vary in height and width&lt;br&gt;Provides recognizable detail(s)&lt;br&gt;Shows variety in surface(s)&lt;br&gt;Shows variety in surface(s)&lt;br&gt;Shows evidence of thought in developing form(s)</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td><strong>80-89%</strong></td>
<td>Shows objects in different environments&lt;br&gt;Organizes objects effectively in space&lt;br&gt;Uses color variations in hue and value&lt;brSHOWS SOME OVERLAPPING FORMS&lt;br&gt;Uses effective texture and detail</td>
<td>Makes form(s) that vary in height and width&lt;br&gt;Provides some recognizable detail(s)&lt;br&gt;Provides some recognizable detail(s)&lt;br&gt;Shows some evidence of thought in developing form(s)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td><strong>70-79%</strong></td>
<td>Organizes objects in space&lt;br&gt;Places shapes in isolation&lt;br&gt;Shows some evidence of order&lt;br&gt;Shows some use of organized color&lt;br&gt;Indicates some texture and detail</td>
<td>Makes some variable form(s)&lt;br&gt;Provides few recognizable detail(s)&lt;br&gt;Shows little variety in surface(s)&lt;br&gt;Shows little evidence of thought in developing form(s)</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>60-69%</strong></td>
<td>Makes form(s) which generally lack structure &amp; dimension&lt;br&gt;Provides little or no informative details&lt;br&gt;Shows little or no variety in surface treatment(s)&lt;br&gt;Shows little or no thought and decision making in developing form(s)&lt;br&gt;Shows little or no use of principles and elements of design&lt;br&gt;Shows little or no control of media&lt;br&gt;Uses little or no observation skills, imagination or personal expression</td>
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Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

Principles of Design:
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
Spelling of complex and simple words is correct. Effective use of punctuation guides reader through text. Shows mastery of grammar Sufficiently long and complex enough. Needs little or no editing.

3 Points
Common words are correctly spelled. Spelling of more complex words is usually correct. End of sentence punctuation is always correct. Few mistakes with internal punctuation. May contain lapses in usage but not enough to distract the reader. Minimal editing required.

2 Points
Some misspelling of common words. End of sentence punctuation is usually correct. Internal punctuation contains some errors. Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning. Significant editing required.

1 Point
Frequent misspellings of common words. Incorrect or random use of end of sentence punctuation. Little or no internal punctuation. Infrequent or incorrect use of capitalization. Errors so severe that it is difficult to focus on meaning. Excessive editing required.
UNIT/ORGANIZING PRINCIPLE:  
Creating Art for a Purpose

ESSENTIAL QUESTIONS

- How are structural elements and art processes used to achieve intended 2D and/or 3D results?
- How is craftsmanship refined?
- How are art materials and tools used in a safe manner?
- What 21st Century Skills contribute to improved, innovative, and complete art work?

**Overview of Curriculum – Narrative for Grade 5 (Q2s)**

**WEEK 14-18**

**Develop Art** is the current topic and students are continually assessed on the concepts included below as they create art.

**NOTE:** Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5½ hours of elective instruction per each 9-week marking period of 45+- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship and vision, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.

While creating, art students learn to:
- Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
- Use materials, tools, techniques, and processes to achieve expected results in 2- and/or 3-dimensional artworks.
- Use craftsmanship and technical ability in personal works to show refinement of skills over time.
- Use tools, media, techniques, and processes in a safe and responsible manner.
- Use structural elements of art and organizational principles of design to develop content in artwork.

While creating, students learn to:
- Plan and organize structural elements for varied results and personal vision when creating 2D/3D artwork.
- Refine art skills over time, and improve craftsmanship through repeated, varied, and safe use of tools, processes, and media.

A student producing work assessed as proficient would be able to demonstrate the ability to:
- Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.
- Create art using 21st Century Skills to concentrate on responsibility in completing work.

**TOPICS**

**DEVELOP ART:** Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety

**Lesson/Activities:**
- **Color Theory**
  A. Monochromatic
    1. Portrait

**NGSSS Visual Art STANDARDS Unpacking - Learning Targets**

**STANDARDS** (* are repeated)

<table>
<thead>
<tr>
<th>21st Century Skills (MAP p. 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit</td>
</tr>
<tr>
<td>School Display</td>
</tr>
<tr>
<td>Informational – steps, processes, Color Charts, History and Cultural</td>
</tr>
<tr>
<td><strong>Pattern</strong></td>
</tr>
<tr>
<td>------------</td>
</tr>
</tbody>
</table>

**Grade 5 curriculum Integration**

**English/Language Arts**
- Prior Knowledge
- Fact/Opinion
- Compare/Contrast
- Vocabulary/Process es/Concepts
- Reading for Text Complexity

**Math**
- Geometry-2D/3D shapes and forms

**Science**
- Color Theory

**21st Century Skills:**
- Practice
- Proficiency
- Perseverance
- Research

Keith Haring: response to AIDs movement

**Visual Text** = pieces of art works

**Florida Standards**

**MAFS.K12.MP.7.1: Look for and make use of structure**

- Study artists all year throughout school with each grade level having a different aspect or focus.

- Develop and use criteria for selecting work for display.
- Find examples and discuss the use of distortion and exaggeration.

- Know purpose of tool(s), processes, and media in art activity.

- Practice
- Proficiency
- Perseverance
- Research

**Q2s Summative**

**Proportion:**
- Face, Body, Profile Ratio
- Scale
- Realistic, Unrealistic
- Central Axis
- Distortion, Exaggeration
- Cartoon

**Portrait, 90, 94, 95**

**Still Life, p. 45**

**Nonobjective, 37, 176**

**Sculpture:**
- Relief, p. 117
- Subtractive, p.143
- Additive, p. 82, 156

**Form:**
- Scoring, Curling, Pleating, Fringing, Tab/Slot. P. 84
- Shading, p. 78-81

**Structural Elements of Art and Principles of Design**, (symmetrical, asymmetrical and radial balance)

**Still Life**

**Intermediate Colors**

- Warm/Cool Colors
- Primary Colors
- Secondary Colors

**Structure**

**Color Theory**

**Suggested Artists:**
- Paul Cezanne
- Jacob Lawrence
- M.C. Escher
- Pablo Picasso
- Paul Klee
- Vincent Van Gogh

**Assessed Content:**

**Portrait, 90, 94, 95**

**Still Life, p. 45**

**Nonobjective, 37, 176**

**Sculpture:**
- Relief, p. 117
- Subtractive, p.143
- Additive, p. 82, 156

**Form:**
- Scoring, Curling, Pleating, Fringing, Tab/Slot. P. 84
- Shading, p. 78-81

**Assessed Content:**

**Structural Elements of Art and Principles of Design**, (variety, unity, pattern, balance, rhythm, harmony)

**Assessed Content:**

**Structural Elements of Art and Principles of Design**, (geometric and freeform shape, color wheel, complimentary colors, contour lines)
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>21st Century Skills: practice, perseverance (List in Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Space-Positive/Negative</td>
<td>Planning, revisions</td>
</tr>
<tr>
<td>• Social Studies</td>
<td></td>
</tr>
<tr>
<td>• History- Time periods</td>
<td></td>
</tr>
<tr>
<td>• Geography</td>
<td></td>
</tr>
<tr>
<td>• Create art using 21st Century Skills to concentrate on craftsmanship.</td>
<td></td>
</tr>
<tr>
<td>Assessed Content:</td>
<td></td>
</tr>
<tr>
<td>Identifies, uses and assesses qualities of good craftsmanship</td>
<td></td>
</tr>
<tr>
<td>Florida Standards</td>
<td></td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1: Attend to precision.</td>
<td></td>
</tr>
<tr>
<td>• Know use and care of tools and materials.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate ongoing responsible use of tools and materials</td>
<td></td>
</tr>
<tr>
<td>Florida Standards</td>
<td></td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</td>
<td></td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1: Use appropriate tools strategically.</td>
<td></td>
</tr>
<tr>
<td>Safety (32-33, T12)</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td></td>
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<tr>
<td>Process</td>
<td></td>
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<tr>
<td>Guidelines</td>
<td></td>
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<td>Techniques</td>
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<tr>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>Art Festivals</td>
<td></td>
</tr>
<tr>
<td>21st Century Skills (MAP p. 13)</td>
<td></td>
</tr>
</tbody>
</table>
### Special Area Grading - DEVELOP ART

**Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card**

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials.

**Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card**

The student advances art skills and improves craftsmanship through repeated, varied, and safe use of tools, processes, and media to organize the structural elements in artwork.

**Average Progress, Grade Range: 70-79; which defaults to C on report card**

The student develops skills and craftsmanship through repeated, varied, and safe use of tools, processes, and media to create art and show some organization of the structural elements.

**Lowest Acceptable Progress, Grade Range: 60-69; which defaults to D on report card**

The student struggles to improve skills and craftsmanship without repeated, varied, or safe use of tools, processes, and media and/or improvement in organizing the structural elements.

---

### Florida Standards Required by Florida DOE for this Course

Number: 5001060 Art – Intermediate 3 – Grade 5
Highlighted are Included with visual art standards in Q2s)

- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- **LAFS.5.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
- **LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **MAFS.5.OA.2** Use appropriate tools strategically.
- **MAFS.5.G.2** Analyze patterns and relationships.
- **MAFS.5.G.2** Classify two-dimensional figures into categories based on their properties.

### Mathematical practices

- **MAFS.K12.MP.5.1**: Use appropriate tools strategically.
- **MAFS.K12.MP.6.1**: Attend to precision.
- **MAFS.K12.MP.7.1**: Look for and make use of structure.
# Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS


<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANGE</td>
<td>SHOWS ARRANGEMENT OF OBJECTS ON THE PICTURE PLANE</td>
<td>MAKES FORM(S) WHICH VARY IN HEIGHT AND WIDTH</td>
</tr>
</tbody>
</table>
<pre><code>     | SHOWS EVIDENCE OF THOUGHT IN PLACING OBJECTS IN ENVIRONMENT | PROVIDES RECOGNIZABLE DETAIL(S) |
     | INDICATES RELATIONSHIPS BETWEEN OBJECTS | SHOWS VARIETY IN SURFACE(S) |
     | USES COLOR IN A CONVINCING OR IMAGINATIVE MANNER | SHOWS VARIETY IN SURFACE(S) |
     | MAKES A VARIETY OF SHAPES | SHOWS EVIDENCE OF THOUGHT IN DEVELOPING FORM(S) |
     | USES OVERLAPPING FORMS | USES OVERLAPPING FORMS |
     | REPRESENTS DETAIL AND TEXTURE IN A CONVINCING OR IMAGINATIVE WAY | REPRESENTS DETAIL AND TEXTURE IN A CONVINCING OR IMAGINATIVE WAY |
</code></pre>
<p>| RANGE   | 90 - 100%           | 4 Points            |
| (A = 3.0 - 4.0) |                         | Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations. |</p>

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANGE</td>
<td>SHOWS OBJECTS IN DIFFERENT ENVIRONMENTS</td>
<td>MAKES FORM(S) THAT VARY IN HEIGHT AND WIDTH</td>
</tr>
<tr>
<td>80-89%</td>
<td>ORGANIZES OBJECTS EFFECTIVELY IN SPACE</td>
<td>PROVIDES SOME RECOGNIZABLE DETAIL(S)</td>
</tr>
<tr>
<td>(B = 2.5 - 2.99)</td>
<td>USES COLOR VARIATIONS IN HUE AND VALUE</td>
<td>PROVIDES SOME RECOGNIZABLE DETAIL(S)</td>
</tr>
<tr>
<td></td>
<td>SHOWS SOME OVERLAPPING FORMS</td>
<td>SHOWS SOME VARIETY IN SURFACE(S)</td>
</tr>
<tr>
<td></td>
<td>USES EFFECTIVE TEXTURE AND DETAIL</td>
<td>SHOWS SOME EVIDENCE OF THOUGHT IN DEVELOPING FORM(S)</td>
</tr>
<tr>
<td>2 Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANGE</td>
<td>ORGANIZES OBJECTS IN SPACE</td>
<td>MAKES SOME VARIABLE FORM(S)</td>
</tr>
<tr>
<td>70-79%</td>
<td>PLACES SHAPES IN ISOLATION</td>
<td>PROVIDES FEW RECOGNIZABLE DETAIL(S)</td>
</tr>
<tr>
<td>(C = 2.00-2.99)</td>
<td>SHOWS SOME EVIDENCE OF ORDER</td>
<td>SHOWS LITTLE VARIETY IN SURFACE(S)</td>
</tr>
<tr>
<td></td>
<td>SHOWS SOME USE OF ORGANIZED COLOR</td>
<td>SHOWS LITTLE EVIDENCE OF THOUGHT IN DEVELOPING FORM(S)</td>
</tr>
<tr>
<td></td>
<td>INDICATES SOME TEXTURE AND DETAIL</td>
<td></td>
</tr>
<tr>
<td>2 Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANGE</td>
<td>MAKES FORM(S) WHICH GENERALLY LACK STRUCTURE &amp; DIMENSION</td>
<td>MAKES FORM(S) WHICH GENERALLY LACK STRUCTURE</td>
</tr>
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<td>PROVIDES LITTLE OR NO INFORMATIVE DETAILS</td>
<td>PROVIDES NO RECOGNIZABLE DETAIL(S)</td>
</tr>
<tr>
<td>(D = 1.0 - 1.99)</td>
<td>SHOWS LITTLE OR NO VARIETY IN SURFACE TREATMENT(S)</td>
<td>SHOWS LITTLE OR NO VARIETY IN SURFACE(S)</td>
</tr>
<tr>
<td></td>
<td>SHOWS LITTLE OR NO THOUGHT AND DECISION MAKING IN DEVELOPING FORM(S)</td>
<td>SHOWS LITTLE OR NO THOUGHT IN DEVELOPING FORM(S)</td>
</tr>
<tr>
<td></td>
<td>SHOWS LITTLE OR NO USE OF PRINCIPLES AND ELEMENTS OF DESIGN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SHOWS LITTLE OR NO CONTROL OF MEDIA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>USES LITTLE OR NO OBSERVATION SKILLS, IMAGINATION OR PERSONAL EXPRESSION</td>
<td></td>
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<tr>
<td>1 Point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 0 Point | |
| Student has provided a completely incorrect or uninterpretable response or no response at all. |
Structural Elements of Art and Organizational Principles of Design

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End of sentence punctuation is always correct.
Few mistakes with internal punctuation.
May contain lapses in usage but not enough to distract the reader.
Minimal editing required.

2 Points
Some misspelling of common words.
End of sentence punctuation is usually correct.
Internal punctuation contains some errors.
Text may be too simple to demonstrate mastery.
Errors in usage may interfere with meaning.
Significant editing required.

1 Point
Frequent misspellings of common words.
Incorrect or random use of end of sentence punctuation.
Little or no internal punctuation.
Infrequent or incorrect use of capitalization.
Errors so severe that it is difficult to focus on meaning.
Excessive editing required.
UNIT/ORGANIZING PRINCIPLE:
Art in Context – Past and Present

VISUAL ART - 5001060
Art – Intermediate 3: Grade 5

ESSENTIAL QUESTIONS

- How are exemplary works analyzed to recognize characteristics standard in quality art work?
- How is following directions for art or safety in the classroom suitable behavior in an art audience?
- Why are ethical standards required in the visual arts?
- How do artistic choices produce multiple solutions?
- How does art contribute to public awareness for a concern?

Text:
SRA Art Connections
Grade 5

Week 19-22

Connect With Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references about artists, their work, style of art, and art skills, time for students to respond creatively to the lesson, and time for clean-up.

While creating, art students learn to:
- Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
- Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
- Use tools, media, techniques, and processes in a safe and responsible manner.
- Use ethical standards, including copyright laws, when producing works of art.
- Use suitable behavior as a member of an art audience.
- Create artwork to promote public awareness of community and/or global concerns.
- Explore careers in which artworks and utilitarian designs are created.

A student producing work assessed as proficient would be able to demonstrate the ability to explain the differences and similarities in exemplary artworks, the styles, techniques, and processes, create personal works that show ethical use of content and awareness of local/global concerns, use appropriate art vocabulary to talk about artwork, know that career artists create art and utilitarian works, and apply correct audience and safety behaviors.

DUE
Late January:
- Volusia Student Create Adjudication

February:
- 1st Languages/ArtHaus (Even Years)
- ATC’s

TOPICS

CONNECT w/ ART: Context In Art Past to Present; Art Styles; Artist Integrity Copyright

NGSSS Visual Art STANDARDS
Unpacking - Learning Targets

- Find specific qualities in artworks (Structural Elements and/or Organizational Principles) that stand out or are most noticeable in an artwork and help begin the discussion/critique process.
- Discuss the qualities that make an artwork unique.

ACADEMIC LANGUAGE

Assemblage
Pattern- Alternating, Random, Regular
Visual Movement, Rhythm, Harmony
Balance – Central Axis
- Symmetrical
### Grade 5 Curriculum Integration

#### English/ Language Arts:
- Communicate ideas/experiences in creating visual art
- Context clues to determine meaning in artworks

#### Math:
- Fractions
- Measurement

#### Science:
- Energy and motion
- Golden Mean

#### Social Studies:
- History
- Geography

---

### Florida Standards

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**MAFS.5.OA.2:** Analyze patterns and relationships.

**MAFS.5.G.2:** Classify two-dimensional figures into categories based on their properties.

---

### Distortions

- Sketch of a model
- Masks
- Life-size sculptures

**Suggested Artists:**
- Edgar Degas
- Amedeo Modigliani
- Alberto Giacometti
- Dale Chihuly
- Pablo Picasso
- Frank Lloyd Wright
- Henry Moore

---

### Brainstorm
- Discuss differences in house-hold objects, furniture, playground equipment, cars, and artworks.

**Assessed Content:**
- Examines and discusses skills and knowledge needed for specific art careers (architecture, advertising, etc.)

**Florida Standards**

**LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

---

### Careers:
- Architecture, p. 92;
- Toy Designer. P. 212;
- Technology Careers p. 152

**Utilitarian vs. Aesthetic Art Skills needed for careers**

---

### Florida Standards

- Use composition to support evidence of a theme.

**Campaign, cause, election art; (FYI: CrimeStoppers and District poster Initiative: "Make Your School, Your Community, Your World a Better Place, Due end of March) Social Issues: Community Volunteers**
- Identify differences in audience behavior in the classroom, school and community.
- Discuss appropriate qualities of a good audience in a specific venue and why the behavior is appropriate.
- Questions and comment on discussion and elaborate on the remarks of another.
- Follow rules for discussions and carry out assigned roles.

**Assessed Content:**
Suitable behavior for visiting art exhibits.

**Florida Standards**
LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- Discuss the importance of knowing how to describe what is seen to another

**Florida Standards**
LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
MAFS.5.OA.2: Analyze patterns and relationships.

- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.

**Assessed Content:**
Works with art tools, materials and processes safely, appropriately and responsibly

**Florida Standards**
ELD.K12.ELL.SL.1 English language learners communicate for social and instructional purposes within the school setting.
MAFS.K12.MP.5.1: Use appropriate tools strategically

- Discuss plagiarism.
- Discuss what copying means to the artist creating the original work that is copied and to the “artist” who copies the work of another artist.

**Assessed Content:**
Copyright and respect for others' work.

**Florida Standards**
LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
**Outstanding Progress, Grade Range: 90 – 100; which defaults to **A** on report card**

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation, revisions and inclusion of ethical standards resulting in exemplary craftsmanship through safe use of tools and materials.

**Above Average Progress, Grade Range: 80 – 89; which defaults to **B** on report card**

The student explains the differences between imaginary and real objects in artworks, the connections to the home/community, and suitable audience, safety and ethical behaviors.

**Average Progress, Grade Range: 70-79; which defaults to **C** on report card**

The student differentiates between imaginary and real objects in artworks, identifies connections to the home/community, and defines suitable audience, safety and ethical behaviors.

**Lowest Acceptable Progress, Grade Range: 60-69; which defaults to **D** on report card**

The student identifies a difference between imaginary and real objects in artworks, recognizes a connections to the home/community, and names a suitable audience and/or safety behavior without understanding the reason for ethical standards.

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**Florida Standards Required by Florida DOE for this Course**

- **Number: 5001060 Art – Intermediate 3 – Grade 5**
  Highlighted are Included with visual art standards in Q3f

- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

- **LAFS.5.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

- **LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- **LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- **LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- **LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **MAFS.5.OA.2** Analyze patterns and relationships.

- **MAFS.5.G.2** Classify two-dimensional figures into categories based on their properties.

**Mathematical practices**

- **MAFS.K12.MP.5.1** Use appropriate tools strategically.

- **MAFS.K12.MP.6.1** Attend to precision.

- **MAFS.K12.MP.7.1** Look for and make use of structure.
### General Visual Arts Rubric

<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th><strong>RANGE</strong> 90 -100%</th>
<th><strong>LEVEL 2</strong></th>
<th><strong>RANGE</strong> 70-79%</th>
<th><strong>LEVEL 1</strong></th>
<th><strong>RANGE</strong> 60-69%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2D</strong></td>
<td>Shows arrangement of objects on the picture plane&lt;br&gt;Shows evidence of thought in placing objects in environment&lt;br&gt;Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way</td>
<td>Makes form(s) which vary in height and width&lt;br&gt;Provides recognizable detail(s)&lt;br&gt;Shows variety in surface(s)&lt;br&gt;Shows variety in surface(s)&lt;br&gt;Shows evidence of thought in developing form(s)</td>
<td>Organizes objects in space&lt;br&gt;Places shapes in isolation&lt;br&gt;Shows some evidence of order&lt;br&gt;Shows some use of organized color&lt;br&gt;Indicates some texture and detail</td>
<td>Makes some variable form(s)&lt;br&gt;Provides few recognizable detail(s)&lt;br&gt;Shows little variety in surface(s)&lt;br&gt;Shows little evidence of thought in developing form(s)</td>
<td>Makes form(s) which generally lack structure &amp; dimension&lt;br&gt;Provides little or no informative details&lt;br&gt;Shows little or no variety in surface treatment(s)&lt;br&gt;Shows little or no thought and decision making in developing form(s)&lt;br&gt;Shows little or no use of principles and elements of design&lt;br&gt;Shows little or no control of media&lt;br&gt;Uses little or no observation skills, imagination or personal expression</td>
</tr>
<tr>
<td><strong>3D</strong></td>
<td>Makes form(s) which vary in height and width&lt;br&gt;Provides recognizable detail(s)&lt;br&gt;Shows variety in surface(s)&lt;br&gt;Shows variety in surface(s)&lt;br&gt;Shows evidence of thought in developing form(s)</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4 Points**
- Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.

**3 Points**
- Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.

**2 Points**
- Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.

**1 Point**
- Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.

**0 Point**
- Student has provided a completely incorrect or uninterpretable response or no response at all.
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
• Line
• Shape (organic, geometric, positive, negative)
• Form
• Color (hue, primary, secondary, etc.)
• Value (tint, shade)
• Space
• Texture

Principles of Design:
• Balance (symmetry)
• Unity (dominance, harmony)
• Variety
• Emphasis
• Pattern
• Proportion (scale)
• Movement
• Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
Spelling of complex and simple words is correct. Effective use of punctuation guides reader through text. Shows mastery of grammar Sufficiently long and complex enough. Needs little or no editing.

3 Points
Common words are correctly spelled. Spelling of more complex words is usually correct. End of sentence punctuation is always correct. Few mistakes with internal punctuation. May contain lapses in usage but not enough to distract the reader. Minimal editing required.

2 Points
Some misspelling of common words. End of sentence punctuation is usually correct. Internal punctuation contains some errors. Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning. Significant editing required.

1 Point
Frequent misspellings of common words. Incorrect or random use of end of sentence punctuation. Little or no internal punctuation. Infrequent or incorrect use of capitalization. Errors so severe that it is difficult to focus on meaning. Excessive editing required.
UNIT/ORGANIZING PRINCIPLE: Art in Context – Past and Present

VISUAL ART - 5001060
Art – Intermediate 3: Grade 5

ESSENTIAL QUESTIONS

- How do people, places, cultures, and history play a role in the creation and analysis of the art work created?
- How are art materials and tools used in a safe manner?
- Why should we value what is visually created?
- How do artists affect the world in which we live?
- How do artists reflect the times in which they lived? What were their contributions?
- What are the differences between sculpture and architecture? Are these creators artists?

Overview of Curriculum – Narrative for Grade 5 (Q3s)

WEEK 23-27

Connect With Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/ - days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references about artists, their work, style of art, and art skills; time for students to respond creatively to the lesson; and time for clean-up.

While creating, art students learn to:
- Create artworks to depict personal, cultural, and/or historical themes.
- Use tools, media, techniques, and processes in a safe and responsible manner.
- Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
- Examine historical and cultural influences that inspire artists and their work.
- Identify and describe the importance a selected group or culture places on specific works of art.
- Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
- Discuss contributions that artists make to society.

A student producing work assessed as proficient would be able to demonstrate the ability to create art based on personal ideas using art materials safely and to explain how people in other cultures and places express their ideas through art.

ACADEMIC LANGUAGE
- List items that have been made by artists.
- List items that are surrounding students which were created by individuals.

Survey
- Cultural Attributes
- Functional & Nonfunctional Art Vs. Aesthetic & Utilitarian
Lesson/Activities:
- Cubist Still Life
- Weaving
- Batik
- Printing
- Sculpture

Suggested Artists:
- Alexander Calder
- *Frank Lloyd Wright
- *Henry Moore
- Louise Nevelson
- *Pablo Picasso
- Vincent Van Gogh

Grade 5 curriculum
Integration
English/ Language Arts:
- Communicate ideas/experiences in creating visual art
- Context clues to determine meaning in artworks

Math:
- Fractions
- Measurement

Science:
- Energy and motion
- Golden Mean

Social Studies:
- History
- Geography

- Discuss the importance of these artists.
  - What influences did Picasso bring to Modern Art? How did he change art?
  - What influences did Moore bring to modern sculpture? How did he change art?
  - What influences did Frank Lloyd Wright bring to Modern Architecture? How did he change building structures?

Florida Standards
LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- Discuss how the environment or personal experiences and background influence an artist’s creative process.

Assessed Content:
Identifies characteristics in artworks which indicate cultural and historical influences

Florida Standards
LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Discuss the effects of culture and associations affect the creative process.
- What is the importance of art, sculpture and architecture?

Assessed Content:
Uses a timeline to understand art history, cultures and artists

Florida Standards
LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
<table>
<thead>
<tr>
<th>Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss why people create.</td>
</tr>
<tr>
<td>- Discuss the importance of personal creativity and why it is also important to others who create that personal works should not be touched/changed/degraded by others.</td>
</tr>
</tbody>
</table>

**Florida Standards**

LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

---

<table>
<thead>
<tr>
<th>Value Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons: Pleasure, Skill, Money, Fame, Problem Solving, Popularity, etc.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Summarize theme of art work in a verbal discussion and/or written critique or artist statement.</td>
</tr>
</tbody>
</table>

**Assessed Content:**

Demonstrates knowledge of how history, culture and visual symbols influence each other.

---

<table>
<thead>
<tr>
<th>Discuss the attributes of a theme in art.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss how themes and concepts (i.e., perspective, color theory, etc.) are related in art.</td>
</tr>
</tbody>
</table>

**Assessed Content:**

Artists can be illustrators in textbooks (science, Social Studies, etc.)

**Florida Standards**

LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

---

<table>
<thead>
<tr>
<th>Use tools, media, techniques, and processes in a safe and responsible manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Know use and care of tools and materials.</td>
</tr>
<tr>
<td>- Demonstrate ongoing responsible use of tools and materials.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Central Axis</td>
</tr>
<tr>
<td>• Depth</td>
</tr>
<tr>
<td>• Picture Plane</td>
</tr>
<tr>
<td>• Exaggeration</td>
</tr>
<tr>
<td>• Point Of View</td>
</tr>
<tr>
<td>• Space</td>
</tr>
</tbody>
</table>

**Profile, Proportion**

How a composition is organized. p.91

Math: Scale Model

---

<table>
<thead>
<tr>
<th>Safety (32-33, T12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure</td>
</tr>
<tr>
<td>Process</td>
</tr>
<tr>
<td>Guidelines</td>
</tr>
<tr>
<td>Techniques</td>
</tr>
<tr>
<td>Assessed Content</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Consistently follows directions, instructions and clean up procedures</td>
</tr>
</tbody>
</table>

**Florida Standards**
- **ELD.K12.ELL.SI.1**: English language learners communicate for social and instructional purposes within the school setting.
- **MAFS.K12.MP.5.1**: Use appropriate tools strategically

<table>
<thead>
<tr>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Q3s</td>
</tr>
</tbody>
</table>
# CONNECT WITH ART

## Florida Standards Required by Florida DOE

**Number:** 5001060 Art – Intermediate 3 – Grade 5

Highlighted are Included with visual art standards in Q3s

## Special Area Grading

<table>
<thead>
<tr>
<th>Progress Level</th>
<th>Grade Range</th>
<th>Default Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Progress</td>
<td>90 – 100</td>
<td><strong>A</strong></td>
</tr>
<tr>
<td>Above Average Progress</td>
<td>80 – 89</td>
<td><strong>B</strong></td>
</tr>
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<td>70-79</td>
<td><strong>C</strong></td>
</tr>
<tr>
<td>Lowest Acceptable Progress</td>
<td>60-69</td>
<td><strong>D</strong></td>
</tr>
</tbody>
</table>

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials.

The student creates art based on personal ideas using art materials safely and explains how people in other cultures and places express their ideas through art.

The student creates art based on incomplete ideas, but uses art materials safely and/or recognizes how people in other cultures and places express their ideas through art.

The student struggles to create and/or complete art based on personal ideas with little attention to safety and/or misunderstands how people in other cultures/places express their ideas through art.

---

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.5.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**MAFS.5.OA.2** Analyze patterns and relationships.

**MAFS.5.G.2** Classify two-dimensional figures into categories based on their properties.

**Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.
<table>
<thead>
<tr>
<th>Grades 3-5</th>
<th><strong>FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2D</strong></td>
<td><strong>3D</strong></td>
</tr>
<tr>
<td><strong>LEVEL 4</strong></td>
<td><strong>RANGE</strong></td>
</tr>
<tr>
<td>Shows arrangement of objects on the picture plane</td>
<td>Makes form(s) which vary in height and width</td>
</tr>
<tr>
<td>Shows evidence of thought in placing objects in environment</td>
<td>Provides recognizable detail(s)</td>
</tr>
<tr>
<td>Indicates relationships between objects</td>
<td>Shows variety in surface(s)</td>
</tr>
<tr>
<td>Uses color in a convincing or imaginative manner</td>
<td>Shows variety in surface(s)</td>
</tr>
<tr>
<td>Makes a variety of shapes</td>
<td>Shows evidence of thought in developing form(s)</td>
</tr>
<tr>
<td>Uses overlapping forms</td>
<td><strong>4 Points</strong></td>
</tr>
<tr>
<td>Represents detail and texture in a convincing or imaginative way</td>
<td><strong>Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.</strong></td>
</tr>
<tr>
<td><strong>LEVEL 3</strong></td>
<td><strong>RANGE</strong></td>
</tr>
<tr>
<td>Shows objects in different environments</td>
<td>Makes form(s) that vary in height and width</td>
</tr>
<tr>
<td>Organizes objects effectively in space</td>
<td>Provides some recognizable detail(s)</td>
</tr>
<tr>
<td>Uses color variations in hue and value</td>
<td>Provides some recognizable detail(s)</td>
</tr>
<tr>
<td>Shows some overlapping forms</td>
<td>Shows some variety in surface(s)</td>
</tr>
<tr>
<td>Uses effective texture and detail</td>
<td>Shows some evidence of thought in developing form(s)</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong></td>
<td><strong>RANGE</strong></td>
</tr>
<tr>
<td>Organizes objects in space</td>
<td>Makes some variable form(s)</td>
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<tr>
<td>Places shapes in isolation</td>
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<td>Shows little variety in surface(s)</td>
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<tr>
<td>Shows some use of organized color</td>
<td>Shows little evidence of thought in developing form(s)</td>
</tr>
<tr>
<td>Indicates some texture and detail</td>
<td><strong>2 Points</strong></td>
</tr>
<tr>
<td><strong>LEVEL 1</strong></td>
<td><strong>RANGE</strong></td>
</tr>
<tr>
<td>Makes form(s) which generally lack structure &amp; dimension</td>
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</tr>
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</tr>
<tr>
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<td>Shows little or no thought in developing form(s)</td>
</tr>
<tr>
<td>Shows little or no use of principles and elements of design</td>
<td><strong>1 Point</strong></td>
</tr>
<tr>
<td>Shows little or no control of media</td>
<td><strong>Student demonstrates a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.</strong></td>
</tr>
<tr>
<td>Uses little or no observation skills, imagination or personal expression</td>
<td><strong>0 Point</strong></td>
</tr>
<tr>
<td><strong>Student has provided a completely incorrect or uninterpretable response or no response at all.</strong></td>
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</tbody>
</table>
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

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- Line
- Shape (organic, geometric, positive, negative)
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- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

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- Emphasis
- Pattern
- Proportion (scale)
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- Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
Spelling of complex and simple words is correct.
Effective use of punctuation guides reader through text.
Shows mastery of grammar Sufficiently long and complex enough.
Needs little or no editing.

3 Points
Common words are correctly spelled. Spelling of more complex words is usually correct.
End of sentence punctuation is always correct.
Few mistakes with internal punctuation.
May contain lapses in usage but not enough to distract the reader.
Minimal editing required.

2 Points
Some misspelling of common words.
End of sentence punctuation is usually correct.
Internal punctuation contains some errors.
Text may be too simple to demonstrate mastery.
Errors in usage may interfere with meaning.
Significant editing required.

1 Point
Frequent misspellings of common words.
Incorrect or random use of end of sentence punctuation.
Little or no internal punctuation.
Infrequent or incorrect use of capitalization.
Errors so severe that it is difficult to focus on meaning.
Excessive editing required.
UNIT/ORGANIZING PRINCIPLE: Analysis and Evaluation

VISUAL ART - 5001060
Art – Intermediate 3: Grade 5

ESSENTIAL QUESTIONS
- How are the structural elements of art analyzed and organized to achieve a creative outcome?
- How are art materials and tools used in a safe manner?
- How are visual differences compared in the art criticism process?
- How are leadership skills demonstrated during a collaborative task?

WEEK 28-31 (Formative)
Assess Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on understanding how to compare art works and talk about personal art and art created by others, time for students to respond creatively to the lesson, and time for clean-up.

While creating, art students learn to:
- Use the structural elements of art and organizational principles of design when engaged in art criticism.
- Use tools, media, techniques, and processes in a safe and responsible manner.
- Organize the structural elements of art to achieve visual unity.
- Explain how creative and technical ability is used to produce a work of art.
- Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
- Work collaboratively with others to complete a task in art and show leadership skills.

A student producing work assessed as proficient would be able to demonstrate the ability to use art materials safely and employ technical and creative skill while creating art, compare artworks across time and culture using art vocabulary that includes the structural art elements and their organizing principles, and create collaborative or personal art to achieve results on time and personal artwork on time.

Overview of Curriculum – Narrative for Grade 5 (Q4f)

REVIEW:
- Frank Lloyd Wright
- Henry Moore
- Pablo Picasso

ACADEMIC LANGUAGE

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>NGSSS Visual Art STANDARDS Unpacking - Learning Targets</th>
<th>STANDARDS (* are repeated)</th>
</tr>
</thead>
</table>
| Unit 5- Texture, Rhythm, Movement and Balance | - Discuss art work using the group-created rubric.  
- Discussing orally or in written critique, decide the merits of selected art work.  
- Discuss the merits of personal art using descriptive art terms in a written or verbal critique. | |

Art Criticism
- Describe
- Analyze
- Interpret
- Judge

Structural Elements of Art Organizational Principles of Design
### Lesson/Activities
- **Formal Balance**
  - Symmetry
- **Informal Balance**
  - Asymmetrical
- **Radial Balance**

### Suggested Artists:
- Diego Rivera
- Frida Kahlo
- Tiffany

### Review:
- Frank Lloyd Wright
- Henry Moore
- Pablo Picasso

### Grade 5 curriculum Integration
#### English/Language Arts:
- Recognize tone and mood in artwork
- Recall, interpret, summarize, evaluate
- Classify, reorganize, synthesize to create unique piece of art

#### Math:
- Geometry
- Spatial recognition
- Fraction
- Division
- Algebraic probability

#### Science

### Assessed Content:
- **Structural Elements of Art and Principles of Design** (symmetrical, asymmetrical and radial and formal balance)

### Florida Standards
- **LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **MAFS.5.OA.2** Analyze patterns and relationships.
- **MAFS.5.G.2** Classify two-dimensional figures into categories based on their properties.
- **MAFS.K12.MP.6.1** Attend to precision
- **MAFS.K12.MP.7.1** Look for and make use of structure.

### Balance –
- Symmetrical –
  - Central Axis
- Asymmetrical
  - Informal Balance
- Radial
  - Revolves around 1 point

### 21st Century Skills: collaboration
(MAP p. 13)
- **Collaborative Discussions**
- **Vision**
- **Needs of Group**
- **Role of Group Members**
- **Intended Outcome**

### Art Criticism:
- Describe
- Analyze
- Interpret
- Judge

### Range of Selected Works Depicting Specific Styles, Subjects, or Cultures or by Selected Artist(s).
### Visual Art Curriculum Map

#### Grade 5

<table>
<thead>
<tr>
<th><strong>Life</strong></th>
<th><strong>Science Process</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Studies:</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
</tr>
</tbody>
</table>

- **Concept as a visual image.**
  - How do media and techniques support creating visual concepts?

**Florida Standards**

**MAFS.K12.MP.7.1:** Look for and make use of structure.

- Discuss how art is produced by comparing the completed image with how much the technical ability contributed to the overall craftsmanship and creativity.
- **What are the technical differences between creating art, sculpture, and architecture?**

**Florida Standards**

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

#### Art Criticism:

- Describe
- Analyze
- Interpret
- Judge

**Background Knowledge**

- Appropriate Vocabulary
- Creativity
- Craftsmanship

#### Assessed Content:

- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.

**Assessed Content:**

- Consistently follows directions, instructions and clean up procedures

**Florida Standards**

**ELD.K12.ELL.SL.1:** English language learners communicate for social and instructional purposes within the school setting.

**MAFS.K12.MP.5.1:** Use appropriate tools strategically

<table>
<thead>
<tr>
<th><strong>Responsibility</strong></th>
<th><strong>Safety (32-33, T12)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td><strong>Guidelines</strong></td>
</tr>
<tr>
<td><strong>Techniques</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Special Area Grading - ASSESS ART

## Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card

The student articulates a “student voice” that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials.

## Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card

The student continues to use art materials safely while creating art and compare artworks in details for similarities and differences.

## Average Progress, Grade Range: 70-79; which defaults to C on report card

The student follows safety procedures during the creation process and can identify artworks that are similar or different.

## Lowest Acceptable Progress, Grade Range: 60-69; which defaults to D on report card

The student usually follows safety procedures during the creation process and has difficulty in distinguishing what is similar or different in artworks.

---

### Florida Standards Required by Florida DOE for this Course

**Number: 5001060 Art – Intermediate 3 – Grade 5**  
Highlighted are Included with visual art standards in Q4f

#### EL.D.K12.ELL.SI.1
English language learners communicate for social and instructional purposes within the school setting.

#### LAFS.5.L.2.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### LAFS.5.RL.3.7
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

#### LAFS.5.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

#### LAFS.5.SL.1.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### LAFS.5.SL.1.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### LAFS.5.W.1.2d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### MAFS.5.OA.2
Analyze patterns and relationships.

#### MAFS.5.G.2
Classify two-dimensional figures into categories based on their properties.

### Mathematical practices

- **MAFS.K12.MP.5.1**: Use appropriate tools strategically.
- **MAFS.K12.MP.6.1**: Attend to precision.
- **MAFS.K12.MP.7.1**: Look for and make use of structure.
<table>
<thead>
<tr>
<th>Grades 3-5</th>
<th>FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS</th>
<th>General Visual Arts Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 4</td>
<td>Shows arrangement of objects on the picture plane</td>
<td><strong>4 Points</strong></td>
</tr>
<tr>
<td>RANGE</td>
<td>Shows evidence of thought in placing objects in</td>
<td>Student demonstrates a thorough understanding of visual art</td>
</tr>
<tr>
<td></td>
<td>environment</td>
<td>concepts and/or procedures embodied in the task. The student</td>
</tr>
<tr>
<td></td>
<td>Indicates relationships between objects</td>
<td>has responded correctly to the task, used artistically sound</td>
</tr>
<tr>
<td></td>
<td>Makes a variety of shapes</td>
<td>procedures, and provided clear and complete explanations and</td>
</tr>
<tr>
<td></td>
<td>Uses overlapping forms</td>
<td>interpretations.</td>
</tr>
<tr>
<td></td>
<td>Represents detail and texture in a convincing or</td>
<td><strong>3 Points</strong></td>
</tr>
<tr>
<td></td>
<td>imaginative way</td>
<td>Student demonstrates an understanding of visual art concepts</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>Shows objects in different environments</td>
<td>and/or procedures embodied in the task. The task is essential</td>
</tr>
<tr>
<td>RANGE</td>
<td>Organizes objects effectively in space</td>
<td>ly correct with the visual art procedures used and the</td>
</tr>
<tr>
<td></td>
<td>Shows color variations in hue and value</td>
<td>explanations and interpretations provided demonstrating an</td>
</tr>
<tr>
<td></td>
<td>Shows some overlapping forms</td>
<td>essential but less than thorough understanding. The response</td>
</tr>
<tr>
<td></td>
<td>Uses effective texture and detail</td>
<td>may contain minor flaws that reflect inattentive execution</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>Organizes objects in space</td>
<td><strong>2 Points</strong></td>
</tr>
<tr>
<td>RANGE</td>
<td>Places shapes in isolation</td>
<td>Student has demonstrated only a partial understanding of</td>
</tr>
<tr>
<td></td>
<td>Shows some evidence of order</td>
<td>visual arts concepts and/or procedures embodied in the task.</td>
</tr>
<tr>
<td></td>
<td>Shows some use of organized color</td>
<td>Although the student may have used the correct approach to</td>
</tr>
<tr>
<td></td>
<td>Indicates some texture and detail</td>
<td>obtaining a solution or may have provided a correct solution,</td>
</tr>
<tr>
<td>LEVEL 1</td>
<td>Makes form(s) which generally lack structure &amp;</td>
<td>the student's work lacks an essential understanding of the</td>
</tr>
<tr>
<td>RANGE</td>
<td>&amp; dimension</td>
<td>underlying artistic concepts.</td>
</tr>
<tr>
<td></td>
<td>Provides little or no informative details</td>
<td><strong>1 Point</strong></td>
</tr>
<tr>
<td></td>
<td>Shows little or no variety in surface treatment(s)</td>
<td>Student has demonstrated a very limited understanding of</td>
</tr>
<tr>
<td></td>
<td>Shows little or no thought and decision making in</td>
<td>visual arts concepts and/or procedures embodied in the task.</td>
</tr>
<tr>
<td></td>
<td>Makes some variable form(s)</td>
<td>The student's response has addressed some of the conditions of</td>
</tr>
<tr>
<td></td>
<td>Provides few recognizable detail(s)</td>
<td>the task, the student reached an inadequate conclusion and/or</td>
</tr>
<tr>
<td></td>
<td>Shows little variety in surface(s)</td>
<td>provided reasoning that was faulty or incomplete. The</td>
</tr>
<tr>
<td></td>
<td>Shows little evidence of thought in developing form(s)</td>
<td>response exhibits many flaws or may be incomplete.</td>
</tr>
<tr>
<td></td>
<td>Shows little or no use of principles and elements of</td>
<td><strong>0 Point</strong></td>
</tr>
<tr>
<td></td>
<td>design</td>
<td>Student has provided a completely incorrect or</td>
</tr>
<tr>
<td></td>
<td>Shows little or no control of media</td>
<td>uninterpretable response or no response at all.</td>
</tr>
<tr>
<td></td>
<td>Uses little or no observation skills, imagination or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>personal expression</td>
<td></td>
</tr>
</tbody>
</table>
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

Principles of Design:
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
Spelling of complex and simple words is correct. Effective use of punctuation guides reader through text. Shows mastery of grammar Sufficiently long and complex enough. Needs little or no editing.

3 Points
Common words are correctly spelled. Spelling of more complex words is usually correct. End of sentence punctuation is always correct. Few mistakes with internal punctuation. May contain lapses in usage but not enough to distract the reader. Minimal editing required.

2 Points
Some misspelling of common words. End of sentence punctuation is usually correct. Internal punctuation contains some errors. Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning. Significant editing required.

1 Point
Frequent misspellings of common words. Incorrect or random use of end of sentence punctuation. Little or no internal punctuation. Infrequent or incorrect use of capitalization. Errors so severe that it is difficult to focus on meaning. Excessive editing required.

From FL DOE Item Specifications, 2014
UNIT/ORGANIZING PRINCIPLE:
Analysis and Evaluation

VISUAL ART - 5001060
Art – Intermediate 3: Grade 5

ESSENTIAL QUESTIONS
• How is critical analysis used to interpret exemplary works, understand an artist's/designer's intent, or formulate associations with non-art content areas?
• Does the student know and follow safety guidelines?
• What art vocabulary describes sequential procedures and art processes?

Overview of Curriculum – Narrative for Grade 5 (Q4s)

WEEK 32-36 (Summative)
Assess Art is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/ days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction on how to compare art works and talk about personal art, art created by artists and/or connections between the visual arts and other content areas; time for students to respond creatively to the lesson; and time for clean-up.

While creating, art students learn to:
- Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
- Identify sequential procedures to engage in art production.
- Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
- Critique works of art to understand the content and make connections with other content areas.
- Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
- Use tools, media, techniques, and processes in a safe and responsible manner.
- Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

A student producing work assessed as proficient would be able to demonstrate the ability to differentiate, analyze, and reflect on how various media and content are used and to express ideas in creating and/or integrating non-art content while handling art materials safety.

REVIEW:
- *Frank Lloyd Wright
- *Henry Moore
- *Pablo Picasso

TOPICs
ASSESS ART: Ability to Discuss & Evaluate Personal Art and Art of Others in Various Contexts

NGSSS Visual Art STANDARDS
Unpacking - Learning Targets

STANDARDS (* are repeated)

ACADEMIC LANGUAGE
italics = integration (text pages)

Art Criticism
- Describe
- Analyze
- Interpret
- Judge

- Discuss personal artworks using the critique process as established during the year.

Assessed Content:

Creates and applies personal criteria for evaluating works of art using appropriate
- Emphasis through placement  
- Clay print  
- Yarn painting  
- Unity through theme or media  
- Quilt design  
- Harmony and Variety  
- Mural design 

**Suggested Artists:**  
- Elizabeth Garrison  
- Wassily Kandinsky  
- Henri Matisse

**REVIEW:**  
- *Frank Lloyd Wright  
- *Henry Moore  
- *Pablo Picasso

**Grade 5 curriculum Integration**

**English/ Language Arts:**  
- Recognize tone and mood in artwork  
- Recall, interpret, summarize, evaluate  
- Classify, reorganize, synthesize to create unique piece of art

**Math:**  
- Geometry

<table>
<thead>
<tr>
<th>Florida Standards</th>
<th>Determine Evidence</th>
<th>Draw Conclusions</th>
</tr>
</thead>
</table>
| LAFS.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. | **Determine Evidence**  
| **Art Criticism:**  
- Describe  
- Analyze  
- Interpret  
- Judge | **Draw Conclusions**  
- Analyze the use of art visuals as the “text” or “story” in discussions and/or writing. |

**Picasso** – p. 165  
Artist profile- p. 47  
http://www.museupicasso.bcn.cat/en/  
http://www.metmuseum.org/toah/hd/pica/hd_pica.htm

**Henry Moore** – Grade 4 @ p. 126  
http://www.henry-moore.org/  
http://www.artchive.com/artchive/M/moore.html

**Frank Lloyd Wright** – Grade K @ p. 138  
http://www.franklloydwright.org/about/Overview.html

**Florida Standards**  
LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
MAFS.K12.MP.7.1: Look for and make use of structure.

**Observation**  
Art Visuals as the “text” or “story”

**Art Criticism:**  
- Describe  
- Analyze  
- Interpret  
- Judge

Examples for comparing like images: (examples to be added)

**Picasso** – p. 165  
Artist profile- p. 47  
http://www.museupicasso.bcn.cat/en/  
http://www.metmuseum.org/toah/hd/pica/hd_pica.htm

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**Florida Standards**
<table>
<thead>
<tr>
<th>Visual Art Curriculum Map</th>
<th>Grade 5 # 5001060</th>
<th>8.15.17</th>
</tr>
</thead>
</table>

### Spatial recognition
- Fraction
- Division
- Algebraic

### Science
- Life
- Science Process

### Social Studies:
- History
- Geography

**Florida Standards**

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- Initiate group discussions to review artists studies and/or how students have solved their own creative problems.

**Assessed Content:**

- Discusses how the art elements and design principles can be used to create a composition.

**Florida Standards**

MAFS.K12.MP.7.1: Look for and make use of structure

- Compare and contrast artwork in response to a situation, focus on art problem or art tack.
- Compare two similar themed images.

**Assessed Content:**

- Creates and applies personal criteria for evaluating works of art using appropriate vocabulary.

**Florida Standards**

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
MAFS.K12.MP.6.1: Attend to precision
MAFS.K12.MP.7.1: Look for and make use of structure

- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.

**Florida Standards**

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.
MAFS.K12.MP.5.1: Use appropriate tools strategically

**Art Criticism:**

- Describe
- Analyze
- Interpret
- Judge

Group discussions
Artist statements

**Vocabulary**

Common Core Standards

Art Criticism:

- Describe
- Analyze
- Interpret
- Judge

Subject matter or genres: still life, animal, children, buildings, etc.

**Safety (32-33, T12)**

Procedure
Process
Guidelines
Techniques
Responsibility
Special Area Grading - **ASSESS ART**

**Outstanding Progress, Grade Range: 90 – 100; which defaults to A on report card**

The student articulates a "student voice" that is unique when compared to other artworks and is generated through personal ideation with continuous media experimentation and revisions, resulting in exemplary craftsmanship through safe use of tools and materials.

**Above Average Progress, Grade Range: 80 – 89; which defaults to B on report card**

The student differentiates and explains how various media are used and expresses ideas in creating and/or integrating non-art content while handling art materials safety.

**Average Progress, Grade Range: 70-79; which defaults to C on report card**

The student identifies various media without comparing them and/or uses limited thought to create and/or integrate non-art content while following art safety guidelines.

**Lowest Acceptable Progress, Grade Range: 60-69; which defaults to D on report card**

The student recognizes different media without explanation or description and includes incomplete personal ideas in works created and/or integrated non-art content while following art safety.

---

**Florida Standards Required by Florida DOE for this Course**

Number: 5001060 Art – Intermediate 3 – Grade 5
Highlighted are Included with visual art standards in Q4s)

- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.
- **LAFS.5.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **LAFS.5.RL.3.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
- **LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **LAFS.5.SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **LAFS.5.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **MAFS.5.OA.2** Analyze patterns and relationships.
- **MAFS.5.G.2** Classify two-dimensional figures into categories based on their properties.

**Mathematical practices**
- **MAFS.K12.MP.5.1** Use appropriate tools strategically.
- **MAFS.K12.MP.6.1** Attend to precision.
- **MAFS.K12.MP.7.1** Look for and make use of structure.
## General Visual Arts Rubric

### LEVEL 4
#### RANGE 90 -100%
(A = 3.0 - 4.0)

<table>
<thead>
<tr>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows arrangement of objects on the picture plane</td>
<td></td>
</tr>
<tr>
<td>Shows evidence of thought in placing objects in environment</td>
<td></td>
</tr>
<tr>
<td>Indicates relationships between objects</td>
<td></td>
</tr>
<tr>
<td>Uses color in a convincing or imaginative manner</td>
<td></td>
</tr>
<tr>
<td>Makes a variety of shapes</td>
<td></td>
</tr>
<tr>
<td>Uses overlapping forms</td>
<td></td>
</tr>
<tr>
<td>Represents detail and texture in a convincing or imaginative way</td>
<td></td>
</tr>
<tr>
<td>Makes form(s) which vary in height and width</td>
<td></td>
</tr>
<tr>
<td>Provides recognizable detail(s)</td>
<td></td>
</tr>
<tr>
<td>Shows variety in surface(s)</td>
<td></td>
</tr>
<tr>
<td>Shows evidence of thought in developing form(s)</td>
<td></td>
</tr>
</tbody>
</table>

**4 Points**

Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.

### LEVEL 3
#### RANGE 80-89%
(B = 2.5 - 2.99)

<table>
<thead>
<tr>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows objects in different environments</td>
<td></td>
</tr>
<tr>
<td>Organizes objects effectively in space</td>
<td></td>
</tr>
<tr>
<td>Uses color variations in hue and value</td>
<td></td>
</tr>
<tr>
<td>Shows some overlapping forms</td>
<td></td>
</tr>
<tr>
<td>Uses effective texture and detail</td>
<td></td>
</tr>
<tr>
<td>Makes form(s) that vary in height and width</td>
<td></td>
</tr>
<tr>
<td>Provides some recognizable detail(s)</td>
<td></td>
</tr>
<tr>
<td>Provides some recognizable detail(s)</td>
<td></td>
</tr>
<tr>
<td>Shows some variety in surface(s)</td>
<td></td>
</tr>
<tr>
<td>Shows some evidence of thought in developing form(s)</td>
<td></td>
</tr>
</tbody>
</table>

**3 Points**

Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
| LEVEL 2 | Organizes objects in space  
Places shapes in isolation  
Shows some evidence of order  
Shows some use of organized color  
Indicates some texture and detail | Makes some variable form(s)  
Provides few recognizable detail(s)  
Shows little variety in surface(s)  
Shows little evidence of thought in developing form(s) |
|---|---|
| RANGE 70-79%  
(C = 2.00-2.99) | 2 Points  
Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student’s work lacks an essential understanding of the underlying artistic concepts. |
| LEVEL 1 | Makes form(s) which generally lack structure & dimension  
Provides little or no informative details  
Shows little or no variety in surface treatment(s)  
Shows little or no thought and decision making in developing form(s)  
Shows little or no use of principles and elements of design  
Shows little or no control of media  
Uses little or no observation skills, imagination or personal expression | Makes form(s) which generally lack structure  
Provides no recognizable detail(s)  
Shows little or no variety in surface(s)  
Shows little or no thought in developing form(s) |
| RANGE 60-69%  
(D = 1.0 - 1.99) | 1 Point  
Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student’s response is incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.  
The response exhibits many flaws or may be incomplete. |
| 0 Point | Student has provided a completely incorrect or uninterpretable response or no response at all. |
Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

Elements of Art:
- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

Principles of Design:
- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

General Rubric for Assessment of Conventions of Spelling, Punctuation and Grammar

4 Points
- Spelling of complex and simple words is correct.
- Effective use of punctuation guides reader through text.
- Shows mastery of grammar
- Sufficiently long and complex enough.
- Needs little or no editing.

3 Points
- Common words are correctly spelled. Spelling of more complex words is usually correct.
- End of sentence punctuation is always correct.
- Few mistakes with internal punctuation.
- May contain lapses in usage but not enough to distract the reader.
- Minimal editing required.

2 Points
- Some misspelling of common words.
- End of sentence punctuation is usually correct. Internal punctuation contains some errors.
- Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.
- Significant editing required.

1 Point
- Frequent misspellings of common words.
- Incorrect or random use of end of sentence punctuation.
- Little or no internal punctuation.
- Infrequent or incorrect use of capitalization.
- Errors so severe that it is difficult to focus on meaning.
- Excessive editing required.